DOCUMENT RESUME

ED 067 015 HE 003 316

AUTHOR	Ferrin, Richard I.; And Others
TITLE	Access to College for Mexican Americans in the Southwest.
INSTITUTION	College Entrance Examination Board, Palo Alto, Calif.
PUB DATE	Jul 72
NOTE	48p.; Higher Education Surveys, Report 6
AVAILABLE FROM	Western Regional Office, College Entrance Examination Board, 800 Welch Road, Palo Alto, California 94304; Southwestern Regional Office, College Entrance Examination Board, Suite 119, 3810 Medical Parkway, Austin, Texas 78756
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	*Educational Opportunities; *Ethnic Groups; *Higher Education; Mexican American History; *Mexican Americans; *Minority Groups

ABSTRACT

This survey was concerned with various indices of access to college for Mexican-Americans in the Southwestern U.S. Results are based on the responses of college administrators at a sample of 153 institutions. Principal findings of the survey include: (1) An estimated 144,000 Mexican-Americans were enrolled as undergraduates in Southwestern colleges in Fall 1971. (2) In 1970-71 Mexican-American students attending public 4-year colleges received financial aid covering 25% of their expenditures, and students enrolled in public 2-year colleges received financial aid covering 10 to 15% of their expenditures. (3) Recruitment of Mexican-American students was most frequently done by Mexican-American faculty and students, or by special visits to high schools enrolling large numbers of Mexican-American students. (4) Chicano studies courses are offered by about 85% of all public colleges in counties with large numbers of Mexican-Americans. (5) Southwestern colleges reported an estimated 1,500 Mexican-American full-time faculty members; this yields a ratio of one Mexican-American faculty member for every 100 Mexican-American students. (HS)

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Access to College for Mexican Americans in the Southwest

Higher Education Surveys
Report No. 6

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College Entrance Examination Board, July 1972

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ED 067015

Access to College for Mexican Americans in the Southwest

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Higher Education Surveys
Report No. 6

College Entrance Examination Board, July 1972

i. 3

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Higher Education Surveys is an activity of the College Entrance Examination Board. Its purpose is to provide a convenient means of gathering pertinent information about important current issues in college access. The survey described in this report was conducted by the Southwestern Committee for Higher Education Survey No. 6, with the staff support of Richard Ferrin of the College Board's Access Research Office in Palo Alto, California, Richard Jonsen of the College Board's Western Regional Office, also in Palo Alto, and Cesar Trimble of the College Board's Southwestern Regional Office in Austin, Texas.

The Southwestern Committee is responsible for defining the topic and for the specific questions included in this survey. The College Board staff is responsible for gathering the data and reporting the results. Since a primary objective of this project is to make known the results obtained from the committee's questionnaire as rapidly as practical, this staff report is a factual accounting without interpretation or evaluation. The staff and committee are grateful to the many respondents who returned questionnaires within a few days, and are indebted to the Esso Education Foundation, whose grant has made possible this survey and subsequent action conferences.

Contents

Abstract. 1
Introduction. 3
Procedure 5
Results 8

Tables

1. The total population of Southwestern colleges and the constitution of the original sample and actual respondents. 17

2. Population characteristics of five Southwestern states, 1970 .18

3. Estimates of the total undergraduate enrollment (in thousands) in Southwestern colleges in Fall 1970 and Fall 1971 with expectations for Fall 1972--by state and college type. 19

4. Estimates of the total number of new freshmen (in thousands) entering Southwestern colleges in Fall 1970 and Fall 1971 with expectations for Fall 1972--by state and college type 20

5. Estimated Fall 1971 undergraduate full-time enrollment and changes in enrollment for Mexican Americans and all students in public colleges in selected counties--by college level. 21

6. Percentage of colleges that indicated various factors that limit the enrollment of Mexican American students--by college type. 22

7. Percentage of colleges that used various approaches to attract Mexican American students for Fall 1972--by college type. 23

8. Percentage of public colleges in selected counties that used various approaches to attract Mexican American students for Fall 1972--by college level. 24

9. Percentage of colleges that undertook various special procedures in 1971-72 in an effort to enroll more Mexican American students--by college type 25

10. Percentage of public colleges in selected counties that undertook various procedures in 1971-72 in an effort to enroll more Mexican American students--by college level. 26

11. Amounts of aid available to students in a typical public 2-year college in 1971-72 and 1972-73 27

12. Amounts of aid available to undergraduate students in a typical public 4-year college in 1971-72 and 1972-73. 28

13. Amounts of aid available to undergraduate students in a typical private college in 1971-72 and 1972-73. 29

14. Estimates of average grant, loan, and job aid awarded to Mexican American students in 1970-71--by college type 30

15. Factors that Financial Aid Officers consider problems affecting needy Mexican American students--by college type. 31

16. Factors that Financial Aid Officers in public college in selected counties consider problems affecting needy Mexican American students--by college level 32

17. Percentage of colleges that provide various student support programs and services--by college type. 33

18. Percentage of public colleges in selected counties that provide various student support programs and services--by college type. 34

19. Estimated number of Mexican American full-time faculty and professional student support personnel in Southwestern colleges in 1971-72--by college type 35

20. Proportion of colleges with at least one Mexican American full-time professional in various institutional areas--by college type 36

Bibliography. 37
Survey respondents. 39
Questionnaire 41

Abstract

This survey was concerned with various indices of access to college for Mexican Americans in the Southwestern United States. Results were based on the responses of college administrators at a representative sample of 153 institutions. Principal findings were:

1. In Fall 1971 an estimated 144,000 Mexican Americans were undergraduates in Southwestern colleges. Although this represents a 14 percent increase over the previous fall, the figure would need to be increased by at least another 100,000 to provide a number proportional to the college-age population.
2. In 1970-71 Mexican American students attending public 4-year and private colleges received financial aid, that, on the average, met roughly 25 percent of estimated college costs. Over 60 percent of Mexican American students enrolled in public 2-year colleges, however, where they received, on the average, $168 in aid, or about 10-15 percent of their college costs.
3. At the public 2-year college the largest portion of financial aid awarded to Mexican Americans was in job aid, at the public 4-year college it was in loan aid, and at the private institution it was in grant aid.
4. The most frequently used recruiting devices among public colleges in counties having large numbers of Mexican Americans are Mexican American staff, Mexican American students, and special visits to high schools that enroll many Mexican Americans. Spanish language media in communications for recruitment purposes are used regularly by only 14 percent of these colleges.
5. According to respondents Chicano studies courses are offered by about 85 percent of all public colleges in counties with large numbers of Mexican Americans. In most cases, both in 2-year and 4-year colleges, these courses have been developed into organized programs.
6. Southwestern colleges reported an estimated 1,500 Mexican American full-time faculty members; this yields a ratio of one Mexican American faculty member for every 100 Mexican American students.

Introduction

Educational opportunity has been amply discussed in the literature of the past decade (e.g., Coleman et al.,1966; Crossland, 1971; Harvard Educational Review, 1969). Similarly, there exists a significant body of literature about people of Mexican heritage in the U. S. Several writers note shortcomings (Knowlton, 1971) and defects (Hernandez, 1970; Romano - V, 1968) which some recent and forthcoming publications promise at least partially to overcome (Grebler et al., 1970; Servín, 1970; Meinig, 1970). There has been, however, relatively little systematic work on educational opportunity and the Mexican American - particularly concerning higher education. The purpose of this study is to provide information on enrollment patterns, recruitment and support practices, and barriers to higher education for Mexican American students in the Southwest.

The general context of questions of access to college for Mexican American students -- their economic, cultural, sociological, and historical environment -- is not well known to most Americans. Mexican Americans are a culturally rich and varied social group, which includes last week's immigrants as well as those whose ancestry in the Southwest long predates admission to the U. S. But the overriding social and economic fact for Mexican Americans is poverty. "By any yardstick, especially measuring housing, health and community services, Mexican American poverty is oppressive. In some respects, American citizens of Mexican descent are poorer than any other sizable minority in modern America, though this fact has been largely unnoticed " (Moore, 1970).

Problems of poverty are complex and refractory. It has been a commonplace to point to education as a partial solution for poverty. Some, though, see it as a cause: "Not only has the American school system failed to educate Mexican American children but likewise has closed the doors of social and economic opportunity in their faces. The school system has hampered their adjustment to Anglo American society. It has damaged their identity, created

feelings of inferiority, inadequacy, self-rejection and group rejection." (Knowlton, 1971)

The U. S. Commission on Civil Rights (1971a 1971b 1972) has issued the first three in a series of reports on the objective facts concerning the education of Mexican Americans in the Southwest. These reports describe patterns of racial isolation, diminished school holding power, relative paucity of college attendance, typically lower reading achievement, and cultural exclusion. These representative items illustrate the problems:

- Mexican Americans constitute 17 percent of pupils in the public elementary and secondary schools but only four percent of the teachers.
- In 15 percent of the elementary schools of the Southwest, the use of Spanish is still discouraged on the school grounds.
- Of 100 Mexican American students entering grade one, it is estimated that 23 enter college and five complete college. Among Anglo students the corresponding figures are 49 percent and 24 percent.
- Nearly half of Mexican American elementary and secondary students in the Southwest attend schools that are predominantly Mexican American in their ethnic composition.

While education occupies a crucial position in making economic and social parity a reality for Mexican Americans, college plays a watershed role in that relationship. Mexican American spokesmen attest to this. "Chicanos recognize the central importance of institutions of higher learning to modern progress... we believe that higher education must contribute to the formation of a complete man who truly values life and freedom." (Chicano Coordinating Council, 1970) In spite of this, the underrepresentation of Mexican Americans in higher education is well known. Using 1970 enrollment figures, Crossland estimated that Mexican American enrollment would have to be increased 330% in order to secure proportional representation for Spanish-speaking persons in higher education. (Crossland, 1971; see also Peterson, 1972)

Like the dilemma of poverty itself, college access is a complex phenomenon. Considerations of geography, admissions standards, finances, aspirations,and prior education all enter in. More must be known about what impedes and what facilitates access for specific groups if inequities are to be alleviated. The underrepresentation of Mexican Americans in college and the special factors of economic inequality for the Mexican American people both urge that more must be known about college access for Mexican Americans.

Necessary information includes the patterns of enrollment of Mexican Americans in Southwest colleges, and variations from state to state, description of financial, academic,and personal support for Mexican American students, efforts to increase their representation and enhance the college experience, and factors which impede those efforts.

This is not a comprehensive list of problems relating to college access for Mexican Americans, Indeed, it does not deal with some issues which have been strongly raised by voices in the Mexican American community, such as the nature of Chicano studies programs and control of curriculum and personnel decisions. Nonetheless, within constraints imposed by a procedure which gathers useful data rapidly, and disseminates it for practical use, we believe this survey does help to describe several critical aspects of college access for Mexican American students.

Procedure

One important objective of Higher Education Surveys is to make results available quickly, thereby eliminating much of the usual time lag between collecting data and reporting findings. Consequently, survey procedures are designed to facilitate both rapid responses from colleges and rapid analysis. A one-page questionnaire is used (see page 41), and respondents are asked to return the form within one week. This emphasis on rapid turnaround has obvious strengths and constraints. On the one hand, findings

based upon timely data are disseminated while still current; on the other, the nature of the survey questions must necessarily be restricted to those that can be answered from information readily available.

A second major objective of Higher Education Surveys is to bring together a group of educational leaders to assist in conducting the study and developing the questionnaire. The committee for this project (see list of members at the front of this report) was composed primarily of Mexican American educators from throughout the Southwest. They were drawn from among college senior administrators, faculty and admissions office personnel, and from community agencies. Two members are currently participants on the National Task Force de la Raza (Drs. Rivera and Valencia), one is a consultant to the U. S. Commission on Civil Rights (Dr. Carter), and another is a member of the National Advisory Council on Education Professions (Dr. Oliveira).

The committee met in San Antonio on June 5-6, 1972 to define the critical issues that affect access to college for Mexican Americans, to identify from among those issues problems that both deserve immediate study and that are amenable to rapid survey techniques, and to develop the items to be included in the questionnaire. Issues judged most important centered on questions of enrollment trends, recruitment, availability of financial aid, special programs and services, curriculum, and representation of Mexican Americans on college faculties and in student support services.

Mexican Americans are the largest minority group in the western United States. Estimates of the size of the group range from 6 to 10 million (Public Advocates, 1972). Because about 80-90 percent of all Mexican Americans live in the five states of Arizona, California, Colorado, New Mexico,and Texas (U. S. Census Bureau, 1971), this survey focused on colleges in those states. More than half of the institutions in the region were surveyed, including all the colleges in the three less populous states (see Table 1). In addition to

documenting the access situation for the Southwest as a whole, the committee felt it was important to examine the same issues for selected geographical areas in which large numbers of Mexican Americans live. Therefore, counties that each had over 50,000 Spanish Americans[1] were selected, and responses from public institutions in those counties were analyzed separately. Private colleges were not analyzed because there were insufficient colleges for reliable estimates. Also, these institutions reportedly draw from a broader geographical area than either public 2-year or 4-year colleges. The size category beginning at 50,000 was chosen because over 70 percent of the Spanish Americans in the Southwest live in these counties (Table 2) and because most of the counties not included in this group each had only a few thousand Spanish Americans.

We are conscious of the substantial problem involved in using a single acceptable term to identify persons variously referring to themselves as Mexican American, Chicano, Latino, and Spanish American, frequently identified by government agencies as persons of "Spanish language / Spanish surname". We have selected Mexican American believing it would have greatest acceptance. The reader needs to bear in mind, however, that the data received and reported, while as accurate as reasonable precaution could insure, nonetheless have been subject to differences in interpretation of terminology.

Although a minority of the survey items pertained to financial aid, the committee determined that the college financial aid director was the appropriate respondent because the one item requiring the most detailed rendering of facts and figures related to financial

1. Although there are numerous Spanish Americans throughout the Southwest that are not Mexican Americans, their number is at least partially offset by the indeterminate number of Mexican Americans not counted in the 1970 Census. In preparation for one court case, Public Advocates, Inc. analyzed population data and concluded that Mexican Americans were undercounted in the 1970 Census by at least 15 percent (1972).

aid. He was encouraged, however, to consult with an admissions officer or other appropriate staff as he deemed necessary in completing the questions not pertaining to financial aid.

Questionnaires were mailed on June 9 to 189 public and private colleges and universities. By June 28 usable replies had been obtained from 153 institutions, for an 81 percent return (see list of Survey Respondents on page 39). A few others were received too late to be included in the report.

Results

Enrollment

More than 140,000 Mexican Americans were enrolled in Southwestern colleges in Fall 1971. But this figure would need to have been increased by another 100,000 to provide a number that was proportional to their representation in the population. Approximately 1 out of every 6 people in the region is a Mexican American, but it is estimated that this group constitutes 1 out of 10 college undergraduate students (Tables 2 and 3).[2]

Between Fall 1970 and Fall 1971 Mexican American enrollment increased 14 percent, or about double the increase for all students in this region. Looking to Fall 1972, respondents indicated they expect another 13 percent increase in Mexican American enrollment, with enrollment of all students up 8 percent. Of the five Southwestern states in the survey California is expecting the largest increase in enrollment both of Mexican Americans and of all students.

According to Table 4, enrollment of first-time freshmen is also expected to increase about 13 percent for Mexican Americans and 6 percent overall. The bulk of the growth is expected in the com-

2. Although Mexican Americans represented 17 percent of the college-age group in 1970, they will represent 21 percent of the college-age group in 1975 and 23 percent in 1980.

munity colleges, however, with 4-year colleges--both public and private--just barely holding their own.

Ninety percent of all Mexican American students attending colleges in the Southwest enroll in public institutions, with more than twice as many attending community colleges as state colleges and universities. In counties with at least 50,000 Mexican Americans (hereafter referred to as "selected counties"), three times as many Mexican Americans are in community colleges as in public senior institutions (Table 5). Further, Mexican Americans constitute 16 percent of the community college student body, a percentage that nearly corresponds to their proportion (18 percent) in the population in those counties. The corresponding figure is about 8 percent at public 4-year colleges.

Respondents were asked to indicate the factors they felt limited the enrollment of Mexican American students on their campuses, and 64 percent replied that many prospective students go to work instead of attending college because of family economic needs (Table 6). It is surprising to note, however, that although two-thirds of the public 2-year college respondents named this as a limiting factor, only one-third felt that their institution had insufficient financial aid.

Half the respondents also reported that Mexican American enrollment is limited because many simply do not see the value of going to college. One respondent who checked this factor commented that "our college makes no effort to recruit from any specific race group. Our doors are open to any student who has a high school diploma or its equivalent."

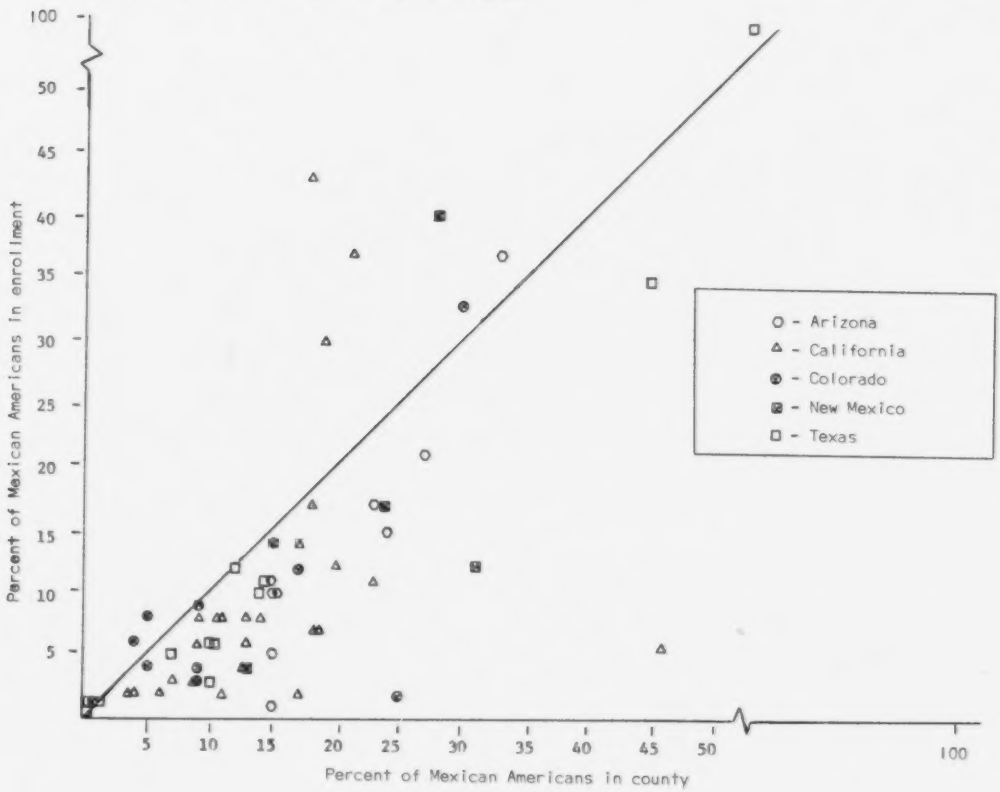
Forty percent of the public 2-year college respondents said that they already enroll a proportionate number of Mexican Americans. No doubt they were reporting with reference to their particular service areas, and service area boundaries often do not coincide with county boundaries. Nevertheless, it is interesting to

observe from Figure 1 that, in fact, about one-fourth of these colleges enroll Mexican Americans in a proportion that equals or exceeds their county percentage.

Recruitment

One Southwestern college in five has at least one full-time Mexican American on its admissions staff (Table 20). In public colleges located in the selected counties about one-third have at least one

Figure 1. Relationship between Mexican American 1970 population and Mexican American 1971-72 full-time enrollment in public 2-year colleges



such individual. Of course, recruitment is often carred out by other institutional staff as well, such as Educational Opportunity Program (EOP) workers, counselors, coaches, and occasionally even faculty members. In fact, the use of Mexican American staff evidently is the most common device among public colleges in selected counties for attracting Mexican American students. Many institutions, particularly public 2-year colleges, also make frequent use of their Mexican American students. Many also make frequent visits to secondary schools that enroll large numbers of Mexican Americans, but few regularly use Spanish language media (Tables 7 and 8)

Evidently most colleges do not operate on an ethnic quota system with respect to either admissions or financial aid. Just 24 percent of the respondents indicated that they consider ethnic origins in the admissions process (Table 9), and still fewer earmark any aid for Mexican Americans. One fourth of the institutions, however, did say they prepared special brochures or other literature in an effort to enroll more Mexican Americans. In the selected counties nearly 60 percent of both public 2-year and public 4-year colleges prepared such materials this past year (Table 10).

Financial Aid

The notion that attending a public 2-year college for a year costs a student almost nothing has come under critical review recently. For example, two studies of student expenses (Ferrin, 1971; Haven and Horch, 1972) indicate that it costs the typical community college commuting student between $1,300 and $1,500 a year to live and go to college. For a typical public 4-year student the figure stands close to $2,000, and for the student at a private college it is about $3,000. In other words, although 4-year institutions certainly cost more to attend than community colleges, it is perhaps not as much more as is often supposed.

Using enrollment data from Table 3 and taking the number

of Southwestern institutions as listed in Table I, it is possible to calculate that the average private college enrolled just over 1,200 full-time undergraduates in 1971-72, public 2-year colleges enrolled about 3,600 on the average, and public 4-year colleges about 9,500. It is interesting to note, therefore, that although approximately three times as large, the typical public 2-year college had an aid budget in 1971-72 less than one-third that of the typical private college (Tables II and 13). Also, the typical public 4-year college aid budget was only twice as large as its private college counterpart, despite the fact that its enrollment was nearly eight times as large (Table 12).

It is worth noting that community college respondents project an increase of about 15 percent in their aid budgets for 1972-73, while public 4-year and private colleges anticipate aid budgets that are about the same as last year. This picture could change substantially, however, depending on the level of funding of the new higher education legislation. Best guesses at the moment are that the Basic Opportunity Grants program, which would affect aid available to students from low-income families most directly, will not go into effect until Fall 1973, but that some institutional aid may be available to institutions for Fall 1972. The institutional aid that would be available would be allocated with reference to students already receiving federal aid, and, because private colleges enroll larger proportions of such individuals, they stand to gain the most.

In 1971-72 job aid accounted for nearly one-half the amount of aid available at community colleges, although nine of the 55 institutions responding to this item reported that they receive no College Work-Study funds. Two reported receiving no Educational Opportunity Grant funds.

Unlike community colleges that depend most heavily on job aid, state colleges and universities depend more on loans, and private colleges on grants. As one would expect, private colleges al-

so depend far more on institutional funds than either of the other two college types. In 1971-72, 25 percent of the financial aid at a typical private college was in the form of institutional grants and scholarships. State and federal grants made up another 24 percent.

Public colleges apparently follow the same pattern with respect to aid awarded to Mexican Americans as they do for aid available to all students. That is, nearly half the aid dollars awarded to Mexican Americans in 1970-71 in public 2-year colleges enrolling large numbers of Mexican American students (100 or more) was in the form of jobs. In public 4-year colleges enrolling more than 100 Mexican American undergraduates the largest portion (41 percent) was given as loans (Table 14) and in both institutional types grants constituted just under one-third of the total aid awarded.

Respondents indicated that the typical Mexican American student attending a public 2-year college received $168 in aid. His counterpart at a public 4-year college received nearly three times as much, and his counterpart at a private college received five times as much. (The reader is reminded that these figures are with reference to all Mexican American students, not just those who received aid.) The typical Mexican American community college student received more job aid than any other kind, state college and university students received more loan aid, and private college students received mostly grant aid.

When asked about factors they considered to be major problems confronting Mexican American students who need aid, it is interesting to note that the majority of aid officers who responded did not identify any of the suggested factors as a major problem (Table 15). Many signified that each of the six factors listed was "somewhat of a problem," and 62 percent of public college respondents in the selected counties did rate insufficient aid as a major problem (Table 16).

Programs and Services

Although it was not possible in this rapid survey to determine the nature and effectiveness of programs and services offered especially to Mexican American students, the committee felt that simply getting a reading on the kinds of support available to all students would be helpful as an initial barometer of institutional commitment to underprepared and nontraditional students.

Peer tutorial assistance and veterans' assistance services, both widely discussed in higher education circles over the past few years, are each offered in some form by nearly 3 out of 4 Southwestern colleges (Table 17). As one might expect, these services are operating particularly on public 2-year college campuses. Peer counseling is also offered by the majority of institutions, as are remedial/developmental courses. On the issue of credit or no credit for remedial/developmental courses, however, public 2-year colleges parted company from other institutions. Two-thirds of the former evidently award at least partial credit, while practically no 4-year institution does. Of course, whether or not the credit earned in the community college is recognized when the student transfers to a senior institution is another question.

The majority of community college respondents also indicated that they provide either academic study skills center, independent study labs, or specially organized developmental programs. Some institutions evidently even provide two or more of these approaches.

Although no respondent college in the selected counties provides all the 10 programs and services listed in Table 18, many apparently do provide several. A larger proportion of community colleges provides each program and service (with the exception of Chicano studies) than do senior institutions. Chicano studies courses are offered in an equal proportion of both 2-year and 4-year colleges (about 85 percent) and in most instances the courses have been developed into an organized program.

Faculty and Student Support Personnel

It is perhaps as difficult to obtain accurate counts of the number of Mexican American faculty and student support personnel at an institution as it is to obtain a count of Mexican American students. Similar problems of definition and estimation come into play, both with respect to ethnic identification and determination of full- or part-time status. There is probably a greater likelihood of over-counting than undercounting; therefore, it is suggested that the figures reported in Tables 19 and 20 be regarded as close to maximum rather than minimum estimates.

According to respondents there are an estimated 1,500 full-time Mexican American faculty members in colleges and universities throughout the Southwest. Nine out of 10 are in public institutions, with somewhat more in 2-year colleges than in 4-year colleges. One indication of their representation among all faculty is the ratio of Mexican American students to Mexican American faculty. A ratio of approximately 20:1 is generally accepted as a typical student/faculty ratio throughout higher educational institutions. The Mexican American student/faculty ratio does not approach that proportion. Taking all institutions together the ratio is almost 100:1, and the range is 65:1 to 124:1, depending upon college type.

Among the nearly 600 Mexican American financial aid officers, counselors, and full-time professionals in other student service areas, nine out of 10 are in public institutions. Of this group, approximately 150 are community college counselors. An equal number are in public senior institutions in the student service areas of EOP programs, Special Services, and the like.

About one Southwestern college in three has at least one Mexican American in some student personnel office although they are more typically found in public rather than private institutions (Table 20). In fact, in the selected counties 78 percent of the public colleges have a Mexican American full-time counselor. Among

state college and university respondents in the selected counties, three-fourths have at least one Mexican American in financial aid and all of them report at least one Mexican American professional in some student service areas.

Likely Developments

Most colleges evidently do not expect any substantial change in their commitment to Mexican American students over the next two years. In fact, two-thirds of the respondents indicated that "all things considered, it will probably be about the same as now." There was little difference across college types. The remaining one-third anticipate their commitment to increase, with most respondents suggesting they would expand their recruitment efforts. For example, one private college is intending "to make a direct, concentrated effort to contact high school counselors and parish priests in areas of high Mexican American population."

A few respondents remarked that increased faculty and staff representation was planned within the context of implementing affirmative action plans. Some stressed the desire to hire faculty who would be "more sensitive to the special problems Mexican Americans encounter in higher education." Institutions recognize that many of the problems can be alleviated only through expansion of support services and increased financial aid. Although several respondents gave concrete examples of the kind of support services and curriculum plan they were going to initiate, few offered any specific ideas on how they could obtain additional aid.

Table 1. The total population of Southwestern colleges and the constitution of the original sample and actual respondents

	All Colleges*	Sample Ratio	Original Sample	Actual Respondents	% of Original Sample	% of Actual Respondents
Arizona						
Public 2-year	11	1.00	11	9	6%	6%
Public 4-year	3	1.00	3	3	2	2
Private	2	1.00	2	1	1	1
California						
Public 2-year	92	0.33	30	26	16	17
Public 4-year	28	1.00	28	22	15	14
Private	60	0.33	20	12	11	8
Colorado						
Public 2-year	14	1.00	14	12	7	8
Public 4-year	9	1.00	9	7	5	5
Private	5	1.00	5	5	3	3
New Mexico						
Public 2-year	7	1.00	7	4	4	3
Public 4-year	6	1.00	6	5	3	3
Private	2	1.00	2	2	1	1
Texas						
Public 2-year	46	0.33	15	12	8	8
Public 4-year	22	1.00	22	22	12	14
Private	47	0.33	15	11	8	7
Total	354		189	153	102	100

*A few specialized institutions were not included

Table 2. Population characteristics of five Southwestern states, 1970' (data in thousands)

	Total Population			Counties with at least 50,000 Spanish Americans			
	All	Spanish American*	% Spanish American	All	Spanish American	% Spanish American	Column 5 ÷ 2
	1	2	3	4	5	6	
Arizona	1,771	333	19%	1,319	224	17%	67%
California	19,957	3,101	16	17,213	2,747	16	89
Colorado	2,207	283	13	515	86	17	31
New Mexico	1,016	407	40	316	124	39	30
Texas	11,195	2,048	18	4,891	1,271	26	62
Southwest	36,146	6,172	17	24,254	4,452	18	72

* Spanish American refers to those whom the U. S. Census Bureau categorized under "Spanish origin and/or language."

' Data are taken from the U. S. Census Bureau publications, General Social and Economic Characteristics, that are developed for each state.

Table 3. Estimates of the total undergraduate enrollment (in thousands) in Southwestern colleges in Fall 1970 and Fall 1971 with expectations for Fall 1972--by state and college type

	Fall 1970			Fall 1971			Fall 1972		
	All	Mexican American	% Mexican American*	All	Mexican American	% Mexican American*	All	Mexican American	% Mexican American*
State									
Arizona	74	5	7%	79	6	7%	84	7	8%
California	787	65	8	839	78	9	917	89	10
Colorado	84	4	5	87	5	5	88	6	6
New Mexico	33	7	21	36	8	22	39	9	24
Texas	340	44	13	374	48	13	398	53	13
College Type									
Public 2-year	569	78	14%	617	88	14%	683	100	15%
Public 4-year	610	35	6	651	41	6	687	48	7
Private	140	13	9	147	15	10	154	15	10
All Colleges	1,319	126	10%	1,414	144	10%	1,524	163	11%

* Percentage calculated before rounding

Table 4. Estimates of the total number of new freshmen (in thousands) entering Southwestern colleges in Fall 1970 and Fall 1971 with expectations for Fall 1972--by state and college type

	Fall 1970			Fall 1971			Fall 1972		
	All	Mexican American	% Mexican American*	All	Mexican American	% Mexican American*	All	Mexican American	% Mexican American*
State									
Arizona	36	3	10%	37	4	10%	38	4	11%
California	288	33	12	311	41	13	333	46	14
Colorado	27	2	7	27	2	7	28	2	8
New Mexico	7	2	26	10	3	25	10	3	30
Texas	106	21	19	111	21	19	118	24	20
College Type									
Public 2-year	290	46	16%	313	53	17%	339	59	17%
Public 4-year	131	11	8	140	12	9	143	15	11
Private	43	5	11	43	5	11	46	5	11
All Colleges	464	61	13%	496	70	14%	527	79	15%

* Percentage calculated before rounding

Table 5. Estimated Fall 1971 undergraduate full-time enrollment and changes in enrollment for Mexican Americans and all students in public colleges in selected counties*--by college level

	Public 2-year	Public 4-year	All Public
Fall 1971 enrollment			
All Students	481,000	312,000	793,000
Mexican Americans	75,000	25,000	100,000
% Mexican American	16%	8%	13%
Percent change in enrollment of all students between:			
Fall 1970 and Fall 1971	+7%	+11%	+10%
Fall 1971 and Fall 1972	+7%	+ 6%	+ 7%
Percent change in enrollment of Mexican American students between:			
Fall 1970 and Fall 1971	+16%	+17%	+16%
Fall 1971 and Fall 1972	+12%	+16%	+13%

* These counties include those 28 in the Southwest that, according to the U. S. Census Bureau, had at least 50,000 Spanish Americans in 1970. Approximately 72% of all Spanish Americans in the Southwest live in these counties. (See Table 2.)

Table 6. Percentage of colleges that indicated various factors that limit the enrollment of Mexican American students--by college type

	Public 2-year	Public 4-year	Private	All Colleges
In light of competing priorities, we have enrolled as many as we can	32%	34%	39%	33%
Insufficient financial aid available	37	61	51	46
Cannot find additional qualified students	7	30	30	18
Have not developed special programs to serve them	14	25	53	27
Not geographically accessible to large numbers of Mexican Americans	40	18	9	27
Many do not apply soon enough	21	32	20	23
Many don't see the value of going to college	52	52	43	50
Many go to work instead because of family economic needs	67	70	53	64
We already enroll a proportionate percentage	40	27	9	29

Table 7. Percentage of colleges that used various approaches to attract Mexican American students for Fall 1972--by college type

	Public 2-year		Public 4-year		Private		All Colleges	
	fre-quently	not at all	fre-quently	not at all	fre-quently	not at all	fre-quently	not at all
Used Mexican American staff recruiters	40%	29%	36%	36%	23%	64%	35%	40%
Used our Mexican American students	38	24	29	21	28	23	33	23
Made special visits to schools enrolling large numbers of Mexican Americans	49	12	55	13	53	12	52	12
Contacted Mexican American community agencies	37	21	27	23	32	20	33	21
Made specific requests to high school counselors	37	13	36	27	43	16	38	21
Publicized our special services for Mexican American students	29	35	27	39	19	47	26	39
Made special efforts to talk with parents of Mexican American students	22	25	20	34	15	41	20	31
Waived or modified admissions requirements	14	68	25	38	16	53	17	58
Waived application fees	7	59	30	36	46	45	23	50
Used Spanish language media	9	53	4	71	11	77	8	64
Used national Student Search Service	2	85	9	79	5	86	5	84

Table 8. Percentage of public colleges in selected counties* that used various approaches to attract Mexican American students for Fall 1972--by college level

	Public 2-year		Public 4-year		All Public	
	fre-quently	not at all	fre-quently	not at all	fre-quently	not at all
Used Mexican American staff recruiters	73%	2%	58%	11%	69%	4%
Used our Mexican American students	61	12	47	5	58	10
Made special visits to schools enrolling large numbers of Mexican Americans	53	3	63	5	55	4
Contacted Mexican American community agencies	51	10	37	5	47	9
Made specific requests to high school counselors	49	5	42	11	47	6
Publicized our special services for Mexican American students	53	12	42	5	50	10
Made special efforts to talk with parents of Mexican American students	39	14	26	32	36	18
Waived or modified admissions requirements	22	63	42	21	27	53
Waived application fees	10	53	37	21	17	45
Used Spanish language media	17	29	5	53	14	35
Used national Student Search Service	5	85	16	68	8	81

* These counties include those 28 in the Southwest that, according to the U. S. Census Bureau, had at least 50,000 Spanish Americans in 1970. Approximately 72% of all Spanish Americans in the Southwest live in these counties. (See Table 2.)

Table 9. Percentage of colleges that undertook various special procedures in 1971-72 in an effort to enroll more Mexican American students--by college type

	Public 2-year	Public 4-year	Private	All Colleges
Earmark specific grant aid for Mexican American students	20%	20%	24%	21%
Earmark specific loan aid for Mexican American students	10	11	14	11
Earmark specific job aid for Mexican American students	18	11	14	15
Prepare special brochures or other literature for prospective Mexican American students	32	36	9	26
Consider ethnic origins in the admissions process	23	27	23	24

Table 10. Percentage of public colleges in selected counties* that undertook various procedures in 1971-72 in an effort to enroll more Mexican American students--by college level

	Public 2-year	Public 4-year	All Public
Earmark specific grant aid for Mexican American students	27%	26%	27%
Earmark specific loan aid for Mexican American students	17	16	17
Earmark specific job aid for Mexican American students	31	11	26
Prepare special brochures or other literature for prospective Mexican American students	59	58	59
Consider ethnic origins in the admissions process	32	47	36

* These counties include those 28 in the Southwest that, according to the U. S. Census Bureau, had at least 50,000 Spanish Americans in 1970. Approximately 72% of all Spanish Americans in the Southwest live in these counties. (See Table 2.)

Table 11. Amounts of aid available to students in a typical public 2-year college in 1971-72 and 1972-73 (data in thousands)

	Aid Available 1971-72	Aid Requested 1972-73	Aid Expected to Receive 1972-73	% Change Between Columns 1 & 3
Federal*				
EOG	$51	$145	$53	+5%
NDSL	47	97	62	+32
CWS	96	183	93	-4
State				
Scholarships	24	39	38	+58
Loans	18	20	20	+12
Institutional				
Scholarships/grants	12	17	17	+37
Loans	5	6	6	+14
Jobs	47	60	55	+18
Average aid per institution	299	556	343	+15%

* Educational Opportunity Grants Program (EOG), National Defense Student Loan Program (NDSL), College Work-Study Program (CWS).

Table 12. Amounts of aid available to undergraduate students in a typical public 4-year college in 1971-72 and 1972-73 (data in thousands)

	Aid Available 1971-72	Aid Requested 1972-73	Aid Expected to Receive 1972-73	% Change Between Columns 1 & 3
Federal*				
EOG	$228	$448	$245	+8%
NDSL	448	667	450	+1
CWS	307	610	324	+5
State				
Scholarships	112	165	138	+23
Loans	233	220	184	-21
Institutional				
Scholarships/grants	188	249	240	+27
Loans	45	47	45	0
Jobs	264	239	236	-11
Average aid per institution	1,825	2,645	1,862	+2%

*Educational Opportunity Grants Program (EOG), National Defense Student Loan Program (NDSL), College Work-Study Program (CWS).

Table 13. Amounts of aid available to undergraduate students in a typical private college in 1971-72 and 1972-73 (data in thousands)

	Aid Available 1971-72	Aid Requested 1972-73	Aid Expected to Receive 1972-73	% Change Between Columns 1 & 3
Federal*				
EOG	$108	$189	$101	-6%
NDSL	207	307	241	+16
CWS	130	191	120	-7
State				
Scholarships	122	125	96	-21
Loans	80	84	84	+5
Institutional				
Scholarships/grants	241	291	277	+15
Loans	51	54	50	-1
Jobs	34	37	37	+8
Average aid per institution	971	1,116	1,006	+4%

*Educational Opportunity Grants Program (EOG), National Defense Student Loan Program (NDSL), College Work-Study Program (CWS).

Table 14. Estimates of average grant, loan, and job aid awarded to Mexican American students in 1970-71--by college type

	Grants	Loans	Jobs	All Aid
Average aid per institution for those enrolling at least 100 Mexican American full-time undergraduates in 1970-71				
Public 2-year	$25,000	$17,000	$35,000	$77,000
Public 4-year	106,000	139,000	92,000	337,000
Private	-	-	-	-
Average aid per Mexican American student				
Public 2-year	$55	$40	$73	$168
Public 4-year	176	233	118	527
Private	449	286	117	852

- Cell too small for reliable estimate

Table 15. Factors that Financial Aid Officers consider problems affecting needy Mexican American students--by college type

	Public 2-year		Public 4-year		Private		All Colleges	
	no problem	major problem	no problem	major problem	no problem	major problem	no problem	major problem
Apply late or not at all	15%	32%	14%	30%	31%	23%	20%	29%
Aid application forms and "red tape"	26	27	27	11	39	4	30	17
Poor high school academic performance	33	19	32	14	32	28	33	21
Inadequate information in secondary schools regarding availability of aid	22	30	16	36	19	30	20	31
Just not enough aid to go around	25	38	21	46	22	51	23	43
Cost of application, test, and needs analysis fees	74	9	45	4	42	4	59	5

Table 16. Factors that Financial Aid Officers in public colleges in selected counties* consider problems affecting needy Mexican American students--by college level

	Public 2-year		Public 4-year		All Public	
	no problem	major problem	no problem	major problem	no problem	major problem
Apply late or not at all	2%	27%	5%	21%	3%	26%
Aid application forms and "red tape"	19	39	16	5	18	31
Poor high school academic performance	29	25	26	26	28	26
Inadequate information in secondary schools regarding availability of aid	8	39	16	32	10	37
Just not enough aid to go around	5	58	11	74	6	62
Cost of application, test, and needs analysis fees	80	7	37	0	69	5

* These counties include those 28 in the Southwest that, according to the U. S. Census Bureau, had at least 50,000 Spanish Americans in 1970. Approximately 72% of all Spanish Americans in the Southwest live in these counties. (See Table 2.)

Table 17. Percentage of colleges that provide various student support programs and services--by college type

	Public 2-year	Public 4-year	Private	All Colleges
College preparatory summer program	44%	45%	28%	40%
Peer tutorial assistance	76	71	61	71
Peer counseling services	62	66	50	59
College-run transportation assistance	44	16	1	26
Veterans' assistance services	88	70	45	72
Chicano studies program	42	47	12	35
Single Chicano studies courses	12	11	23	28
Remedial/developmental courses--at least some for credit	65	14	4	38
Remedial/developmental courses--no credit only	36	84	93	62
Academic study skills center	60	46	27	48
Independent study lab	59	34	28	45
Specially organized developmental program	53	30	23	40

Table 18. Percentage of public colleges in selected counties* that provide various student support programs and services--by college type

	Public 2-year	Public 4-year	All Public
College preparatory summer program	61%	32%	54%
Peer tutorial assistance	97	74	91
Peer counseling services	88	79	86
College-run transportation assistance	44	16	37
Veterans' assistance services	86	53	78
Chicano studies program	71	68	71
Single Chicano studies courses	15	16	15
Remedial/developmental courses--at least some for credit	69	11	55
Remedial/developmental courses--no credit only	29	84	42
Academic study skills center	63	53	60
Independent study lab	59	42	55
Specially organized developmental program	61	37	55

* These counties include those 28 in the Southwest that, according to the U. S. Census Bureau, had at least 50,000 Spanish Americans in 1970. Approximately 72% of all Spanish Americans in the Southwest live in these counties. (See Table 2.)

Table 19. Estimated number of Mexican American full-time faculty and professional student support personnel in Southwestern colleges in 1971-72--by college type

	Public 2-year (n=170)	Public 4-year (n=68)	Private (n=116)	All Colleges (n=354)
Faculty	707	628	171	1,506
Admissions officers	51	24	21	96
Student support personnel				
Financial aid officers	54	47	15	116
Counselors	156	34	26	216
Others (e.g., in EOP, SSDS,* dean of students office)	100	141	22	263
TOTAL	1,068	874	255	2,197
Ratio of Mexican American full-time undergraduates to:				
Mexican American full-time faculty	124:1	65:1	88:1	96:1
Mexican American full-time student support personnel	284:1	185:1	238:1	242:1

*Educational Opportunity Program, Special Services for Disadvantaged Students

Table 20. Proportion of colleges with at least one Mexican American full-time professional in various institutional areas--by college type

	Public 2-year	Public 4-year	Private	All Colleges
Southwest				
Admissions office	15	27	23	20
Student support services				
Financial aid office	29	57	14	31
Guidance and counseling	51	34	18	39
Other service areas (e.g., EOP, SSDS,** dean of students office)	37	61	9	34

	Public 2-year	Public 4-year	All Public
Selected Counties*			
Admissions office	31	40	35
Student support services			
Financial aid office	46	75	59
Guidance and counseling	81	68	78
Other service areas (e.g., EOP, SSDS,** dean of students office)	56	100	67

* These counties include those 28 in the Southwest that, according to the U. S. Census Bureau, had at least 50,000 Spanish Americans in 1970. Approximately 72% of all Spanish Americans in the Southwest live in these counties.

** Educational Opportunity Program, Special Services for Disadvantaged Students

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Survey Respondents*

Arizona

Arizona State University
Arizona Western College
Cochise College
Eastern Arizona College
Glendale Community College
Maricopa Technical College
Mesa Community College
Navajo Community College
Northern Arizona University
Phoenix College
Pima College
Prescott College
Scottsdale Community College
University of Arizona

California

California Institute of Technology
California Maritime Academy
Cal Poly State U., San Luis Obispo
California St. College, Bakersfield
California St. College, Dominguez Hills
California St. College, San Bernardino
California St. College, Sonoma
California St. College, Stanislaus
Cal State Poly University, Pomona
California St. University, Chico
California St. University, Fresno
California St. University, Hayward
California St. University, Humboldt
California St. University, Long Beach
California St. University, Los Angeles
California St. University, Northridge
California St. University, Sacramento
California St. University, San Diego
California St. University, San Jose
City College of San Francisco
Cogswell Polytechnical College
College of Marin
Columbia Junior College
Compton College
Cosumnes River College
Cuesta College
Diablo Valley College
Dominican College of San Rafael
East Los Angeles College
Feather River College
Golden Gate College
Grossmont College
Hartnell College
Imperial Valley College
Laney College
Los Angeles Valley College
Merced College
Modesto Junior College
Mount St. Mary's College
Mount San Jacinto College
Occidental College
Pasadena City College
Pepperdine College
Pitzer College
Sacramento City College
San Diego Mesa College
San Jose City College
Shasta College
Skyline College
Solano College
Southern California College
Taft College
U. of California, Berkeley
U. of California, Davis
U. of California, San Diego
U. of California, Santa Cruz
University of the Pacific
U. of Southern California
Ventura College
West Coast University

Colorado

Aims College
Adams College
Arapahoe Community College
City College of Denver, North C
City College of Denver, West C
Colorado College
Colorado Mt. College, East C
Colorado Mt. College, West C
Colorado School of Mines
Colorado State University

* A few questionnaires were received too late to be used

Survey Respondents*

El Paso Community College
Lamar Community College
Loretto Heights College
Mesa College
Northeastern Junior College
Otero Junior College
Rangely College
Regis College
Southern Colorado State College
Temple Buell College
University of Colorado
University of Denver
University of Northern Colorado
Western State College Coloradc

New Mexico

College of Santa Fe
Eastern New Mexico U., Roswell
New Mexico Junior College
New Mexico Highlands University
New Mexico Inst. of Mining & Tech.
New Mexico State U., Alamogordo
New Mexico State U., Carlsbad
New Mexico State U., Las Cruces
University of Albuquerque
University of New Mexico
Western New Mexico University

Texas

Abilene Christian College
Alvin Junior College
Amarillo College
Angelo State University
Bishop College
Blinn College
Brazosport College
Central Texas College
Dallas Baptist College
East Texas State University
El Centro College
Fort Worth Christian College
Galveston College
Houston Baptist College
Howard County Jr. College
Incarnate Word College
Lamar University
Laredo Junior College
Midwestern University
North Texas State University
Odessa College
Pan American University
Panola Junior College
Paris Junior College
Paul Quinn College
Prairie View A & M College
Saint Mary's University
Sam Houston State University
San Antonio College
Southwest Texas State U.
Southwestern University
Stephen F. Austin State U.
Sul Ross State U.
Tarleton State College
Texas A & I University
Texas A & M University
Texas College
Texas Southern University
Texas Technological University
Texas Woman's University
Trinity University
University of Houston
University of Texas, Arlington
University of Texas, Austin
University of Texas, El Paso
University of Saint Thomas
West Texas State University

* A few questionnaires were received too late to be used

Higher Education Surveys

DIRECTIONS: Local usage of terms for Spanish Surnamed Americans varies greatly; in this questionnaire the term "Mexican American" is used and should be regarded as synonymous with "Spanish American", "Latin American", or "Chicano". Please answer each question, and, if you wish, explain any answer in the "Comments" space on the back. Call 415-328-6150 collect to clarify any question. PLEASE RETURN BY JUNE 16.

(1) Rate all of the following factors that you feel are problems affecting Mexican American students who need financial aid.

Rate each: 1–not a problem
2–somewhat of a problem
3–a major problem

Apply late or not at all . . . . . ( )
Aid application forms and "red tape" . . . . . ( )
Poor high school academic performance . . . . . ( )
Inadequate information in secondary schools regarding availability of aid . . . . . ( )
Just not enough aid to go around . . . . . ( )
Cost of application, test, and needs analysis fees . . . . . ( )

(2) Please enter the amount of aid awarded to Mexican American undergraduate students in 1970-71, the amount received for ALL undergraduates in 1971-72, and the level of funding requested and expected to be received for ALL undergraduates in 1972-73.

		1970-71* Amt. awarded to Mex. Americans	1971-72 Amt. received for all undergrads	1972-73 Level of funding requested for undergrads	1972-73 Amt. expect to receive (est.)
Federal	EOG				
	CWS				
	NDSL				
State	Scholarships				
	Loans				
Institution	Schlrshp/Grants				
	Loans				
	Jobs				

*Fill in as many cells in this column as possible

(3) In 1971-72 did your institution: (Check if yes)

Earmark specific grant aid for Mexican American students? . . . . . ( )
Earmark specific loan aid for Mexican American students? . . . . . ( )
Earmark specific job aid for Mexican American students? . . . . . ( )
Prepare special brochures or other literature for prospective Mexican American students? . . . . . ( )
Consider ethnic origins in the admissions process? . . . . . ( )

For the remaining questions you may wish to consult with the Admissions Director or other appropriate staff.

(4) How often has your institution used the following approaches to attract Mexican American students for next fall?

Rate each: 1–not at all
2–occasionally
3–frequently

Used Mexican American staff recruiter(s) . . . . . ( )
Used our Mexican American students . . . . . ( )
Made special visits to schools enrolling large numbers of Mexican American students . . . . . ( )
Contacted Mexican American community agencies . . . . . ( )
Made specific requests to high school counselors . . . . . ( )
Publicized our special services for Mexican American students . . . . . ( )
Made special efforts to talk with parents of Mexican American students . . . . . ( )
Waived or modified admissions requirements . . . . . ( )
Waived application fees . . . . . ( )
Used Spanish language media (i.e., radio, newspapers) . . . . . ( )
Used national Student Search Service . . . . . ( )

(5) In your opinion which of the following factors limit the enrollment of Mexican American students on your campus? (Check all that apply)

In light of competing priorities, we have enrolled as many as we can . . . . . ( )
Insufficient financial aid available . . . . . ( )
Cannot find additional qualified students . . . . . ( )
Have not developed special programs to serve them . . . . . ( )
Not geographically accessible to large numbers of Mexican Americans . . . . . ( )
Many do not apply soon enough . . . . . ( )
Many don't see the value of going to college . . . . . ( )
Many go to work instead because of family economic needs . . . . . ( )
We already enroll a proportionate percentage . . . . . ( )

OVER

6 Which of the following programs and services does your institution provide? (Check all that apply)

College preparatory summer program . . . . . ( )
Peer tutorial assistance . . . . . ( )
Peer counseling services . . . . . ( )
College-run transportation assistance . . . . . ( )
Veterans assistance services . . . . . ( )
Chicano studies program . . . . . ( )
Single Chicano studies courses . . . . . ( )
Remedial/developmental courses (Circle: credit or no credit) . . . . . ( )
Academic study skills center . . . . . ( )
Independent study lab . . . . . ( )
Specially organized developmental program . . . . . ( )
Other (Please specify:_____)

7 Give the NUMBER of regular full-time new freshmen and undergraduate enrollment for the past two fall terms. What is your best estimate for next fall?

	New Freshmen		Undergraduates	
	All	Mex American	All	Mex American
Fall 1970				
Fall 1971				
Fall 1972 est.				

8 Give the number of Mexican American full-time professionals in the following areas at your institution.

Financial Aids_____ Admissions_____ Guidance & Counseling_____

Other Student Services (i.e., EOP, SSDS, Dean of Students office)_____

Faculty_____

9 In what ways, if any, do you expect your institution's commitment to Mexican American students will change over the next two years?

All things considered, it will probably be about the same as it is now.
Yes_____ No_____ If no, please explain.

COMMENTS: Use this space to explain any answer

Name _____

Institution _____

Use prepaid envelope provided—Return to:

College Entrance Examination Board
Access Research Office
800 Welch Road
Palo Alto, California 94304